



Where learning's an adventure

Restorative Practice Behaviour Policy

	Name	Signature	Date
Prepared by:	Harsha Patel	<i>Harsha Patel</i>	Sept 2014
Checked and Reviewed by:			
Approved by:	Name: Chair of Governing Body	Mrs J McLaughlin	Sept 2014
Document Title:	Policy – Behaviour and Restorative		
Version Number:	1	Date of Next Review:	Sept 2016

Aims

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure.

Copenhagen Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

We aim to achieve this through:

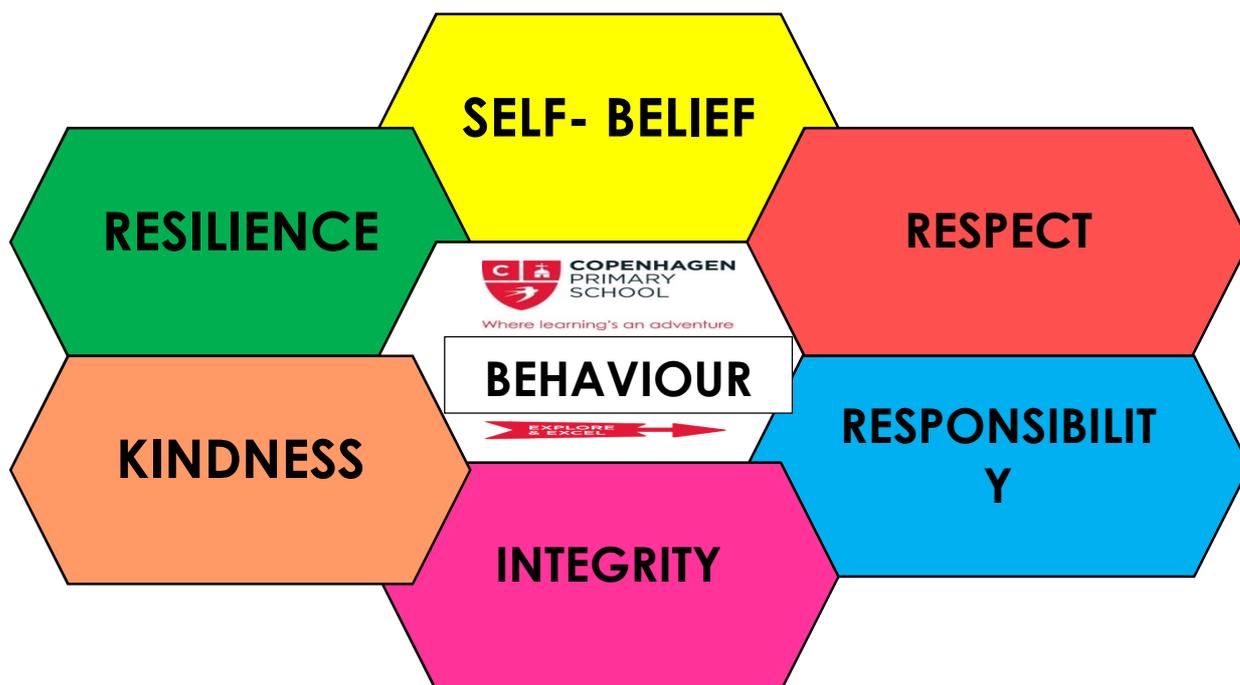
- Establishing clear expectations of behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All pupils and staff being treated with respect
- To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

Golden Rules

The Behaviour Charter and our Copenhagen values are clearly displayed throughout the school and in classes. Through these rules we aim to enforce the following rights for children and staff:

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good work and positive behaviour



We believe that every teacher has the right:

- To expect to teach in an environment without disruption
- To take firm action to not let one child's disruption affect the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children

The Restorative Approach:

Our job is to teach the **PUPILS** we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them

At Copenhagen Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to put it right. We

believe that by using this **Restorative Approach** we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

School life:

Each class will now begin the week with a check in. During this time we sit together in a circle and everyone says something about themselves and how they are feeling. This helps us start the week in a personal way. During the week, classes will check in or check out at different times.

During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

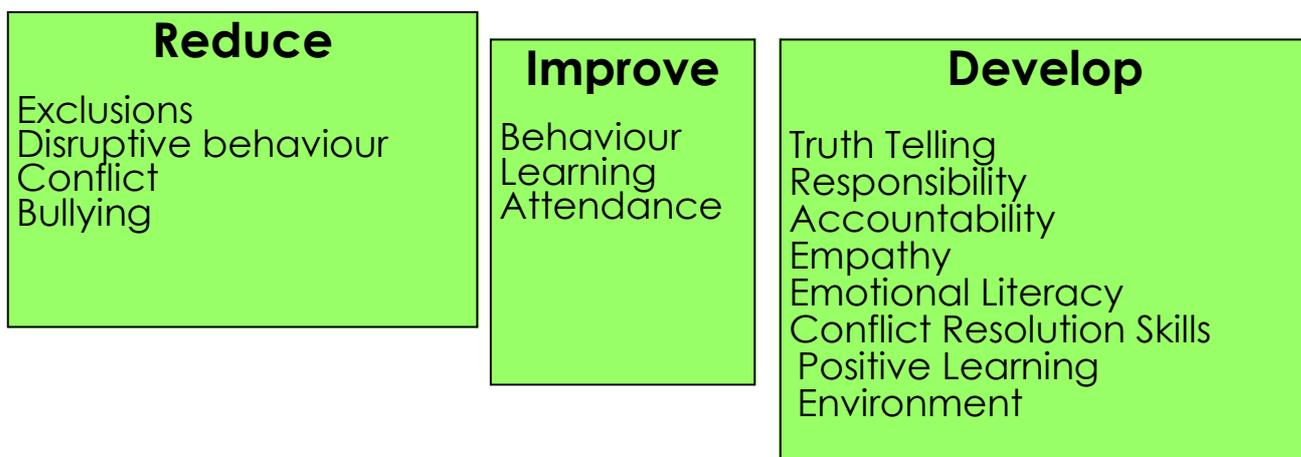
How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the school behaviour chart.

Schools that use this approach have found that they have been able to:



Equality for All

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as,

- Educational Psychologist
- Behaviour support specialists
- Local PRU outreach service
- Educational Welfare Officer
- Families First Team
- Social Care

Praise and Recognition

At Copenhagen we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

Each day:

- Teachers to use verbal positive praise
- Remind the children about 'Gold Star' BTBYCB behaviour using the given guidance
- Providing opportunities for peers to praise each other through peer assessment and circle time
- Celebrating pupils who have 'turned their behaviour around' visit to the Head teachers office
- Class circles, check in/outs. Praise children that have improved their behaviour, ask certain children if there is anything they can improve on and what do they need to remember.

Weekly:

- Text messages home
- Certificates and notes home
- Achievement assemblies
- Attend 'Copenhagen University' – Golden Skills

Half Termly:

Tea party with the Head Teacher for the children that have been on the 'Gold Star' and have BTBYCB they can be all half term. (**Exceptional** effort)

Physical Contact

Copenhagen recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as swimming and gymnastics. Various forms of therapy, the administration of first aid and intimate care involve touch. It is also used to reassure and comfort children. This is especially pertinent during the settling-in period in EYFS classes where children may need to be cuddled and offered physical reassurance. Staff will comfort children where necessary, but will use minimal physical contact. Friendly physical contact also helps develop relationships, which is crucial to the EYFS, so we ensure staff are trained in safeguarding and endeavour to teach children about personal space. On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.

Example of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities
- To require a child to comply with a reasonable instruction

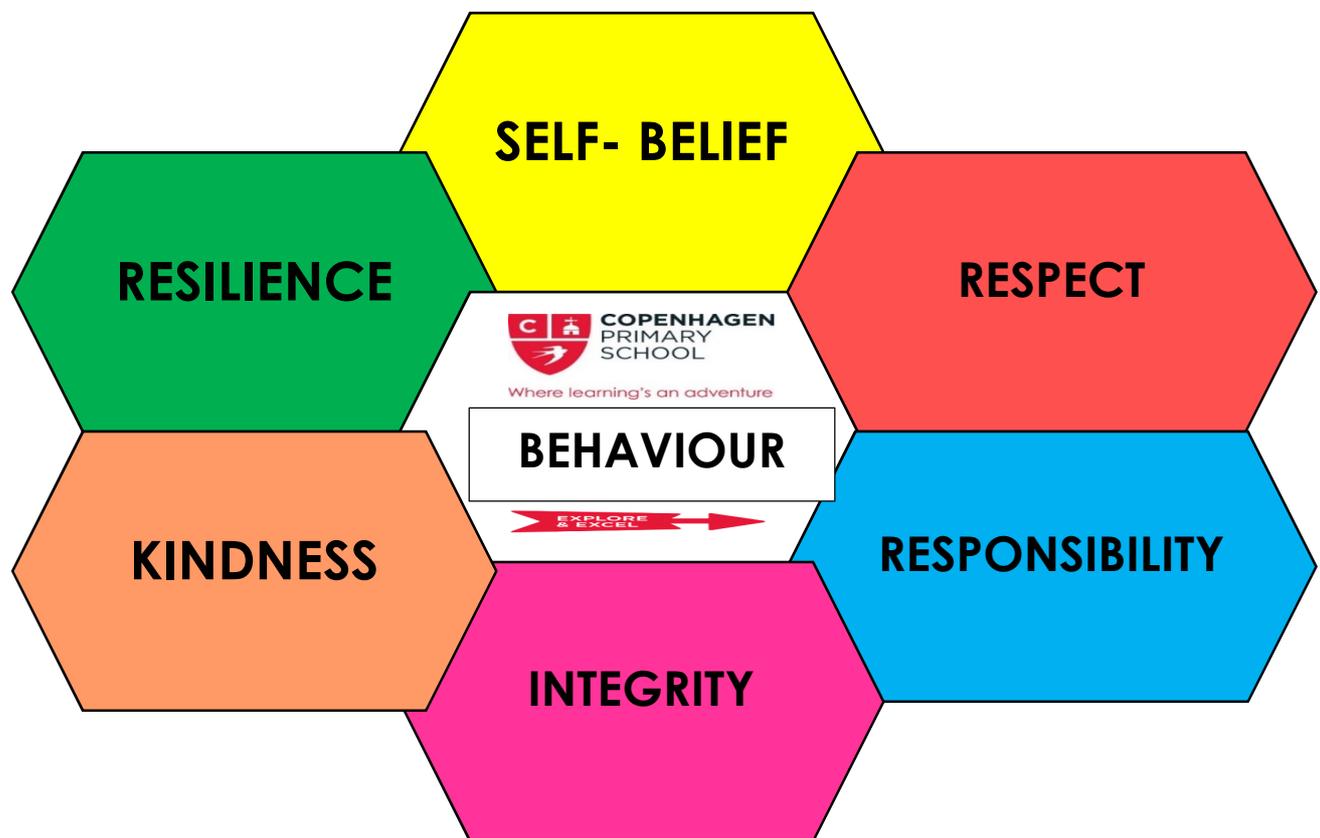
At Copenhagen School, there are six members of staff who have been trained in de-escalation and holding.

All incidents where holding has been appropriate are recorded (see Appendix 4), parents / carers informed and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.

Behaviour Policy in EYFS

Golden Rules

Our expectations of the children's behaviour are expressed in the 'Behaviour chart' which we follow:



These rules will be displayed in each classroom with corresponding pictures to help illustrate for children.

Sharing

If a child wants something another child has, they can get the 5 minute sand-timer. They need to show this to the other child and say, "When this has finished it is my turn". Adults need to support this until children can use this method independently.

Praise and rewards

At Copenhagen we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

- **Praise**- lots and lots! This is the first stage of reward. We try to 'catch' children behaving well and use praise in a 10:1 ratio.
- **Through language and gesture** e.g. thumbs up, "I like the way you are..." We describe the positive action explicitly e.g. "Well done, you can put your bag on your peg all by yourself".
- **Positive directions**- we phrase directions using positive wording, e.g. "Let me see you walk inside the classroom".
- **Dojo Points**. These are referred to during the day. Parents are encouraged to sign up to the e-mail account to refer to at home for consistency.

Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times, give classes opportunities to

promote and reward positive behaviour. Before any involvement in the behaviour system, all children are fully aware of school expectations.

Dealing with negative behaviour

We deal with negative behaviour in a staged approach.

STEP 1:

Any form of mild disruption/misbehaviour will result in adult looking at the child with a clearly unhappy expression and reminding them of the golden rule that they are breaking. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.

STEP 2:

Failure to correct behaviour means that the child has ignored the 1st action taken. Bring the child to sit/stand near you to talk to them about why their behaviour is unacceptable. Remind them again of the golden rule they are breaking. Give them some 'thinking time' beside you. After an appropriate time, warn the child that if they continue the behaviour, they will sit out.

STEP 3:

If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the adult. It also means that they have not responded to the positive conversation conducted by the adult which aimed at giving the child a chance to reflect and make better choices. At this stage, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. A sanction of time out in class for reflection must now be applied.

STEP 4:

A serious incident can result in a child being moved directly to step 4 without prior warning. Examples of this would be if a child bites, is particularly violent, or behaves badly in a deliberate or pre-meditated way. Treat each incident with your own professional judgement and discuss with colleagues if you are unsure of the best course of action.

Time out

1. The child will be told to sit on the 'Thinking Chair' with the sand-timer, (3mins for Nursery and 5mins for Reception), and think about what they have done.
2. When the timer has finished, they should bring it to the adult. Adult will check they have understood why they had to sit out.
3. Adult will ensure child apologises to the person they upset and restore anything affected by their behaviour such as picking up toys they have thrown.
4. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.
5. A record of the incident will be written in Behaviour Watch and parents/carers will be notified at the end of the day.

When time out does not work

1. The child is sent to have time out in a Y1 or Y2 class or with the Learning Mentor. Parents will be notified at the end of the day.
2. If this still has no effect, the child is sent to the Headteacher or the Deputy Headteacher and parents will be contacted for a meeting.
3. If this still has no effect or the behaviour regularly continues, an individual behaviour plan is created. Ensure this is communicated to parents/carers and shared amongst relevant staff.

EXCLUSION POLICY

Rationale

The Behaviour and Restorative Practice and Exclusion Policy is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfE's regulations allow the Head teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- The IEBs have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents / carers have a right to make representations to the IEB and the LA as directed in the letter.
- A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher or Deputy in their absence.
- During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/carers.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the School. Other incidents may lead to permanent exclusion and will be considered on an individual basis.

General factors the School considers before making a decision to exclude

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:
 - Ensure appropriate investigations have been carried out.
 - Consider all the evidence available to support the allegations taking into account the relevant policies.
 - Allow the student to give her/his version of events.
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

Lunchtime Exclusion

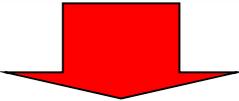
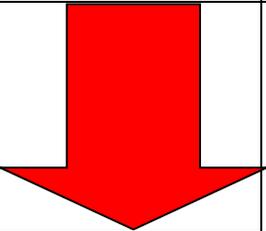
Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as a fixed term exclusion and parents will have the same right to gain information and to appeal.

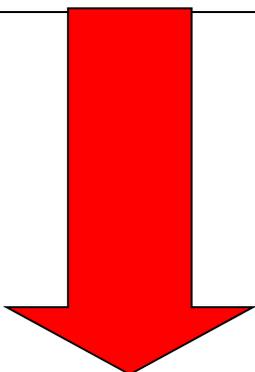
Roles and Responsibilities

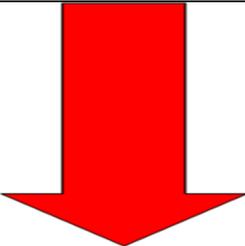
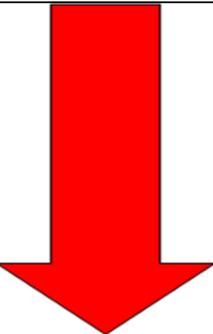
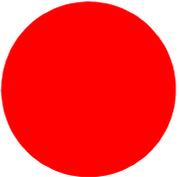
The IEB has:

- The responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head teacher to ensure that school staff and pupils are aware of this policy;
- delegated powers and responsibilities to the Head teacher to ensure all visitors to the school are aware of and comply with this policy;
- ensure there is an appointed a coordinator for behaviour and to work with the Head teacher;
- the duty to support the Head teacher and school staff in maintaining high standards of behaviour;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents/carers;
- nominated a link governor to visit the school regularly, to liaise with the Head teacher and the coordinator and to report back to the IEB;
- responsibility for the effective implementation, monitoring and evaluation of this policy
-

Appendix 1

	TEACHER GUIDANCE 2014/2015 Stage 1	
	START STAY ON GREEN	
	1st Stage Verbal reminder, given in a positive manner.	
	Stage 2	
	2nd Stage – Name on amber/yellow Restorative Chat with Class Staff: Aim for the child: To take responsibility, acknowledge harm and choose their next steps. Discuss with the class how they can support the child team effort.	
	Stage 3	



	<p>3rd Stage – Name on red</p> <p>Please look at the guidance sheet some behaviours go straight to red.</p> <p>When a child has moved to red they will have to go to Sparrow class for breaks and lunchtimes that they need to miss. HP, CE will be there to monitor this. (Sparrow class)</p> <p>Restorative Chat with Class Staff: Sanction to be agreed / Verbal agreement to be made Reinforce any issues with class circles, check in/outs and reconnection meetings – either as a class or 1:1. May be after lunch or the following morning.</p>	
	Stage 4	
	<p>4th Stage - Persistent misbehaviour</p> <p>Restorative Justice Conference involving necessary participants with RJ team member Written Personal Behaviour Plan A sanction & next steps to be agreed Parents / carers informed, Personal Behaviour Plan Failure to change behaviour / breaking agreement or serious misbehaviour</p>	
	Stage 5	
	<p>5th Stage – Serious incident</p> <p>Send to Deputy / Head Teacher Parents / carers to be called in to school Agreement to be made with parents / carers</p> <p>*See behaviour policy for further details</p>	

Appendix 2

How we deal with behaviour that is unsafe and stops us from learning

To be followed both in the classroom and in the playground.

Verbal Warning	Yellow/Amber - 1 dojo point 5 minutes of playtime – Sparrow Class	Red/ - 2 dojo points 10 minutes of playtime – Sparrow Class	Red Card Loss of 15 minutes x 3 of lunch playtime for reflection in Sparrow Class and a letter home / out of class for a period a time
----------------	--	--	--

Talking over the teacher or other children	A repeat of any of the verbal warnings	A repeat of any of the verbal warnings after being on yellow	Fighting
Not following instructions		AND	Swearing
Wasting time		Not keeping your hands, feet and objects to ourselves	Throwing of furniture etc
Out of their seat			Damaging school Property
Being rude to each other			Leaving the classroom
Not taking part in focus activities			Racist or homophobic language
Not sitting sensibly on the carpet			Threatening behaviour
Talking on the stairs			
Not lining up when the bell rings			

Appendix 3

Explanation of Stage Chart:

Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times, check ins and check outs give classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour chart, all children are fully aware of school expectations.

To support all learners; child-friendly charts will be displayed near the traffic light system, so children really understand that any action can have a consequence be it good or bad. This will aid consistency with the staff and that all children will understand the boundaries. Teachers will be encouraged to use positive praise and restorative circle time to focus on good behaviour for learning.

STEP 1:

Any form of mild disruption/misbehaviour will result to a verbal reminder of expectations. At this point the child is expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done. This praise may be given during a circle time or simply between the child and teacher.

STEP 2:

Failure to correct behaviour means that the child has ignored the 1st verbal reminder. Another display of misbehaviour will result to a 2nd verbal reminder

(linking to class rules, school's behaviour charter or individual behaviour passports) and the child's name to be placed on amber of the traffic light or written on the board. Alternatively, a more serious form of disruption can result in the child moving directly to step 2.

At this stage, the teacher will have a **restorative chat** with the child. Staff will conduct this conversation in a positive manner, giving the child a chance to reflect. The aim of this conversation is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and choose their next steps.

STEP 3:

If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the teacher. It also means that they have not responded to the positive conversation conducted by the class teacher which aimed at giving the child a chance to reflect and make better choices.

Alternatively, a child can move to step 3 for a serious form of disruption. (see appendix 2) At this stage, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. A sanction must now be agreed and accepted by the child, for example, time out in class for reflection, maybe fill out reflection sheet if appropriate. On return to the group a verbal agreement will be made, where the child is given a further chance to improve. The child's name and record of the incident and verbal agreement will be written in Behaviour Watch. The teacher or other staff members should remind the child of their agreement and offer ways to **support** them in managing it. They will miss the minutes of their break times in Sparrow Class which will be monitored by HP, CE and TS

Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.

STEP 4:

A serious incident can result in a child being moved directly to step 4. Alternatively, reaching step 4 means a child is choosing to ignore all the warnings, conversations and **support** that the teacher or other peers are giving. This is looked on as persistent, intentional misbehaviour.

At this stage the child will be removed from class. This is in order to not disrupt other children's learning any further, nor to taint the positive mood the class teacher tries to set in the classroom. At this point, the child must fill out a reflection sheet (see appendix 3). The child will meet with a member of the Senior Leadership Team (or another member of the Restorative Justice Team) to discuss what has happened. The next step is for the child and all other necessary participants to attend a formal restorative meeting.

The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated through their persistent misbehaviour. The outcome of the meeting is ultimately the same in earlier steps:

- For children to understand the impact of their actions.
- To reflect on who it has affected and how it made them feel.
- How they can put it right.

- What they can do to prevent this behaviour from reoccurring in the future.

At this point a sanction will often be agreed, but more importantly, actions will be written to agree on the next positive steps.

Details of the meeting will be recorded in the Behaviour Watch; the child's or children's parents/carers will also be informed.

As a follow up, the teacher will have reconnection meetings with the child in order to integrate them back into the class. They will discuss the written Personal Behaviour Plan (appendix 5) and ask what the child needs in order to uphold their end. Circle times, check-ins and check-outs will help to reinforce any support that is needed.

STEP 5:

Serious forms of misbehaviour can result in a child being sent directly to the Deputy or Head Teacher.

Alternatively, failure to change persistent misbehaviour or a break of contract can result to step 5.

Here, the Deputy and/or Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents / carers **will** be called into the school for a restorative conference.

The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given a **Personal Behaviour Plan** (appendix 5) which is a home-school behaviour agreement.

In instances where the child/children are not willing to accept support or try to keep to their **Personal Behaviour Plan** (appendix 5), the school may be forced to take further action.

If behaviour is extreme the school will use its powers to internally exclude, or may exclude children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

Different approaches

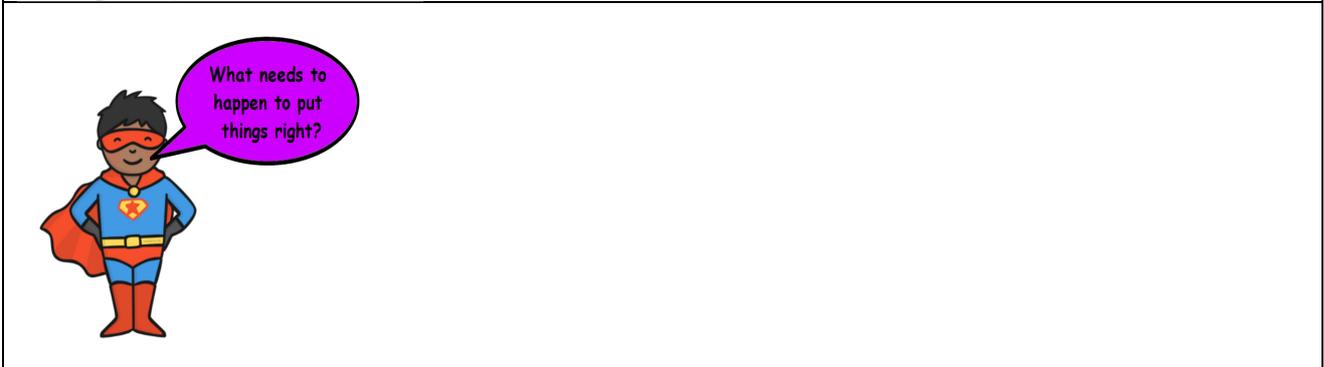
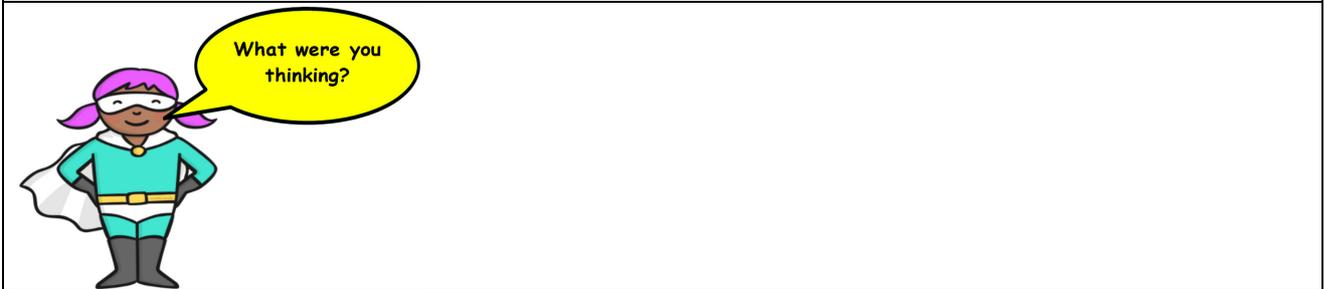
Some teachers might complete a home/school log so that parents/carers can communicate with the school about behaviours for learning.



Where learning's an adventure APPENDIX 4 – Reflection Sheet

Copenhagen Pupil Reflection Sheet

Name:	Class:	Date:	Staff Member:
--------------	---------------	--------------	----------------------



Action:

Next Step:

Name of Staff Member:	Date:
Class teacher	Date:
Child	Date

ABC Pupil Incident Recording Log for: Pupil's Name

Class: **Teacher's Name** **Sheet No:**

Day & Date	Time	Antecedents: What happened before the incident including any historical issues of significance?	Behaviour: What actually happened? Where did it happen? Who was there? How long did it last?	Consequences: Describe what the adults and other children did. Describe how the child responded to this.
				Staff Name:
				Staff Name:
				Staff Name:

Signed by SLT:

Details on Restorative conferences:

A pupil may be asked to attend a **Restorative Justice Conference** if they are having a conflict at school. This is a meeting with everyone involved to:

Discuss what is happening

Look at who has been affected or upset

Decide how it can be put right

Find a way forward

- in a way that is fair to everyone -

To make sure that those who have been using poor behaviour can be held accountable they will be expected to take responsibility for their actions before the meeting starts.

This allows the school to:

Hold pupils accountable for their poor behaviour.

Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.

Support those displaying poor behaviour to make better choices in the future

During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again.

Someone within school will make sure that everyone is keeping to the agreement.

Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for your child that you were there.

Appendix 5



Use of Force Incident Record Form (To control or hold)

Details of pupil of whom force was used: Name: Class: SEN, disability or other vulnerability:
Date of incident:
Time of incident:
Location of incident:
Names of staff involved (directly or as witnesses): Please specify which teacher is Team Teach Trained
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.
Reason for using Team Teach holding technique
Any injury suffered by staff or pupils and any first aid and/or medical attention required

Any information about the incident shared with staff not involved in it and / or external agencies.

When and how those with parental responsibility were informed about the incident and any views they have expressed.

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Report countersigned by:

Name and role:

Name and role

Date:

Date:

Appendix 6



Where learning's an adventure

Personal Behaviour Plan

Name:

Start Date:

Issue	Target	Resources/support	Consequence	Outcome

	<p>To get onto the gold star you need to:</p> <ul style="list-style-type: none">• Do exceptional work for you.• Be a proactive role model for learning and behaviour.• Consistently stick to the Copenhagen Behaviour charter.• Always 'be the best you can be'!			

Appendix 7

Gold Star Guidance

<p>Green – Fantastic workers</p>	<p>Verbal Warning</p>	<p>Yellow - 1 dojo point 5 minutes of playtime in Sparrow Class</p>	<p>Red - 2 dojo points 10 minutes of playtime in Sparrow Class</p>	<p>Red Card – 5 dojo points Loss of 15 minutes x 3 of lunch playtime for reflection in Sparrow class and a letter home / out of class for a period a time</p>
<p>Only one step away from being the best you can be!</p> <p>Go for it!</p>	<p>Talking over the teacher or other children</p> <p>Not following instructions</p> <p>Wasting time</p> <p>Out of their seat</p> <p>Being rude to each other</p> <p>Not taking part in focus activities</p> <p>Not sitting sensibly on the carpet</p> <p>Talking on the stairs</p>	<p>A repeat of any of the verbal warnings</p>	<p>A repeat of any of the verbal warnings after being on yellow</p> <p>AND</p> <p>Not keeping your hands, feet and objects to ourselves</p>	<p>Fighting</p> <p>Swearing</p> <p>Throwing of furniture etc</p> <p>Damaging school Property</p> <p>Leaving the classroom</p> <p>Racist or homophobic language</p> <p>Threatening behaviour</p>

**How can I be the best
that I can be?**

	Not lining up when the bell rings			
---	--------------------------------------	--	--	--

Use the chart below to understand that actions have consequences – both good 😊 and bad 😞.
Try and make sure you are always making the best
choice.



To get onto the gold star you need to:

- Do **exceptional** work for you.
- Be a proactive role model for learning and behaviour.
- **Consistently** stick to the Copenhagen Behaviour charter
- **Always 'be the**

Children Observations

Name:

Date:

Time	Observation

Appendix 9

Guidance for the use of Dojo points

DOJO DO's and Don'ts

Do's

- Discuss the types of behaviour they need to help them learn and customise you awards and sanction appropriately.
- Turn on your Dojo and sign in on **google chrome** first thing in the morning.
- Go to "display settings" and move the slider bar to adjust the size of the avatars so they fit on the board view.
- Turn up the volume on your white board (we want to hear that "ding").
- Award a dojo to every child who has come into class reasonably by 9.15.
- Keep Dojo running in the background.
- Catch your pupils doing the right thing as often as possible and "ding" them with a Dojo.
- Explore some of the features such as "random" which is fun and also the clock stopwatch and countdown.
- Use the messenger service to send mainly positive messages home to signed up parents.
- Where appropriate alert a parent to a child's poor performance. Make sure the pupil knows you will be doing this, then do it.
- Put aside a few minutes at the end of the day to look at the class performance, not individuals, and discuss how the whole class might improve the next day. Set a target for the agreed area of improvement.
- Occasionally print off doughnuts and publicly hand out to parents of children who have done well.
- Aim to have everyone on positives by the end of the day.
- Have a weekly dojo champion.
- **RESET your Dojos DAILY!!**
- Dojo decorate you class room there are lots of resources online.

Don't

- Forget to use dojo every day, it is collecting valuable data.
- Be afraid to award negative dojos after the child has been warned. You could discuss this policy with the whole class so **no surprises**.
- Concentrate on negatives.
- Give out whole class negatives.

- Award more than one negative at a time whatever the secondary behaviour.
- Forget to look for a way out for the pupil and if awarded a negative get them back on green as soon as possible.
- Award negatives retrospectively.....every day is a new day.
- Don't dwell on negative behaviour, save your emotions for the positives (you will live longer).
- Underestimate the role of parents in all this so include them.

	Date	By whom?
Draft	Dec 2013	
Adapted	October 2014	HP and CE
Review date	April 2015	
Location of the policy		